“EMOTIONAL MATURITY, LOCUS OF CONTROL AND SOCIAL ADJUSTMENT OF NSS STUDENTS”

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INTRODUCTION:-

The study is undertaken to evaluate NSS students on emotional maturity, locus of control, and social adjustment.

The world is changing faster than ever today. As human race we come far, further than we could have ever imagined. Today's changes in society are growing and emerging sensibilities for youth. We cannot be surer of how much the role of the youth accounts for most of the changes in society, lifestyle, idealism and economic growth. Globally speaking, students across borders have always played a role in cross-country peace and negotiation. In India, young people not only dream, but adhere to practical ideals and constantly find ways to engage themselves in building a new society replete with equality and social justice.

Open mindedness is the greatest quality required in every human endeavor and today's youth have evinced the potency of being open minded in their approach to life, education, learning, and social concerns. Being exposed to what can best be phrased as 'information explosion' right from childhood, we have been constantly fed with different opinions and subsequently gifted with the freedom to make our own choices. In this regard, we have somehow along the process learned to accept all people, cultures, sexual orientations, races, religions and ideologies as true and worthy of our approval (sandeep, s 2014).

NSS (NATIONAL SERVICE SCHEAME)

The Motto of NSS "Not Me But You", reflects the essence of democratic living and upholds the need for self-less service. NSS helps the students develop

appreciation to other person's point of view and also show consideration to '/other living beings. The philosophy of the NSS is well doctrined in this motto, which underlines/on the belief that the welfare .of an individual is ultimately dependent on the welfare of the society on the whole and therefore, the NSS volunteers shall strive for the well-being of the society.

Main objective of national service scheme:-

- understand the community in which they work
- Understand themselves in relation to their community
- Identify the needs and problems of the community and involve them in problem-solving
- Develop among themselves a sense of social and civic responsibility
- utilize their knowledge in finding practical solutions to individual and community problems
- Develop competence required for group-living and sharing of responsibilities
- Acquire leadership qualities and democratic attitudes
- Develop capacity to meet emergencies and natural disasters and
- practice national integration and social harmony.

LOCUS OF CONTROL

Locus of control refers to the extent to which individuals believe they can control events affecting them. Understanding of the concept was developed by Julian B. Rotter in 1954, and has since become an aspect of personality studies. A person's "locus" (Latin for "place" or "location") is conceptualized as either internal (the person believes they can control their life) or external (meaning they

believe their decisions and life are controlled by environmental factors which they cannot influence, or by chance or fate)

Individuals with a strong internal locus of control believe events in their life derive primarily from their own actions: for example, when receiving exam results, people with an internal locus of control tend to praise or blame themselves and their abilities. People with a strong external locus of control tend to praise or blame external factors such as the teacher or the exam.

SOCIAL ADJUSTMENT

Adjustment is a popular expression used by people in day to day life. The adjustment maintains peace and harmony in home, school society and in the country. Social adjustment means adaptation of the person to the social environment. Adjustment may take place by adapting the self to the environment or by changing the environment. Coleman (1960) states that the process by which an organism attempts to meet the demands placed upon it by its own nature and by its environment are called adjustment (Velmurugan & Balakrishnan, 2011).

Social adjustment as an important indication of psychological health, which is a topic attracting the attention of many psychologists. Social growth is the most important aspect of one's development and it is acquired through the relationship with others especially with the parents, peers and the teachers, and it is the assessing criterion of social growth related to the person's adjustment with him/herself and others (Hartup & Rubin, 2013). On the other hand, living in a human society has stemmed from a set of values and expectations paradigm, and to meet one's expectations and value framework a person needs a sufficient amount of adjustment. Without adjustment, the person is not able to meet many of his/her

basic needs. If one is incompatible with the society properly, he will feel isolated. **(Yengimolki et al, 2015).**

EMOTIONAL MATURITY:-

Emotional maturity is a quality worth working towards if you aren't already there. What "getting there" means can be different for everyone, since we can't just change our personalities overnight. Plus, it's a tough trait to upkeep, especially since it isn't just one singular trait, but a collection of characteristics that all support and inform each other. And even if you reach a satisfying level of emotional maturity, one that you can feel comfortable in, it still takes a continuous effort to maintain. Emotional maturity is a personality trait , the result of emotional development and the display of emotion appropriate to ones chronological age. It usually reflects increased emotional adjustment and emotional stability and the attainment of emotional self regulation.

According to Menninger (1999), emotional maturity includes the ability to deal constructively with reality. Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health,both intra-physically and intra-personally. Raj(1996) defines social maturity as a level of social skills and awareness that an individual has achieved relative to particular norms related to an age group. Social maturity is a term commonly used in two ways like with reference to the behavior that conforms to the standards and expectation of the adults and secondly, with reference to the behavior that is appropriate to the age of the individual under observation. Thus, social maturation permits more detailed perception of the social environment which helps adolescents to influence the social circumstances and develop stable patterns of social behavior .Emotional maturity and social maturity, both are vital for attaining success and happiness in one's life. Emotional maturity enables adolescents make

better decisions; better choices; have more fun and less stress which enables them to have better balance in life. In addition, Singh et al. (2007) found that social support and maturity plays an important role in maintaining the health and well-being as it gives the adolescents a feeling of being loved, cared for, esteem, valued and belonging (Chandanshive, 2014)

IMPORTANCE OF THE STUDY:-

Emotional maturity, locus of control and social adjustment are the factors essential for development of the NSS students to face challenges of future and make them responsible person of the community. NSS could be powerful instrument for nation building. It could be used to introduce urban students to rural life. Many programs which would arouse interest in the social and economical reconstruction of the country.

NSS activities can shape and develop Emotional maturity, locus of control and social adjustment among students. So many programs provide energy for improvement of emotional adjustment and social maturity. Emotional maturity and external dimension of locus of control are related with NSS activity. The dimensions of Emotional maturity i.e. emotional regression, social maladjustment, personality disintegration and lack of independence as well as internal dimension of locus of control are improved due to NSS activity.

REVIEW OF THE LITERATURE

Cheryl S. Marsiglia, et .al (2007) study revealed associations between (1) authoritative parenting and PSS, (2) maternal authoritative parenting and internal LOC, and (3) external LOC and maternal permissive and authoritarian PS. The

relation between paternal PS and PSS was also moderated by LOC. Emerging adults' PSS may be affected both directly by their perceptions of the PS they encountered earlier in life and indirectly through LOC, which may also be influenced by perceived PS. Lakshmi, S. and Krishnamurthy, S (2011) study reveals that the majority of Higher Secondary Students in Coimbatore District are in Emotionally Unstable condition. There exists significant difference between all the sub-samples except the age group of Higher Secondary Students. Velmurugan, K. and Balakrishnan, V.(2011)The level of social adjustment among the higher secondary school student is high. The level of self concept among the higher secondary school students is unstable. There is negligible correlation among the higher secondary school student social adjustment and self concept. Kurt, baber and kai (2012) research results conclude that a maximum level of happiness is achieved by individuals with a balanced locus of control expectancy – a mix of internal and external locus of control, alternatively known as 'bi-local expectancy'. Chandanshive (2014) has find out Adolescence is one of the important periods of life. It is characterized by innumerable and unique problems with the demands of globalization, the nature and numbers of challenges have become still more compared to the yesteryears. Soheila Yengimolki et al(2015)The result indicates a significant relationship between selfconcept and adjustment. There is a significant correlation between academic achievement and social adjustment, but there is no significant relationship between self-concept and academic achievement. In General, the results indicated that the better adjustment people have the more Ability they will make progress in their life.

OBJECTIVE OF THE STUDY

- To investigate the emotional maturity of NSS and non-NSS students.

- To measure locus of control of NSS and non-NSS students.
- To study the social adjustment in NSS and non-NSS students.
- To find out the effect of gender on emotional maturity, locus of control and social adjustment.
- To study the effect of area of residence on emotional maturity, locus of control and social adjustment.
- To find out correlation among emotional maturity, locus of control and social adjustment.

AIM OF STUDY

The aim of the present study is to investigate the effect of gender, area of residence and NSS activities on emotional maturity, locus of control and social adjustment.

HYPOTHESIS

1. The NSS and non-NSS students differ significantly on their emotional maturity, locus of control and social adjustment.
2. There is significant difference between emotional maturity, locus of control and social adjustment of male and female students.
3. The area of residence of the students shows significant difference in their emotional maturity, locus of control and social adjustment.
4. There is significant relationship between emotional maturity and locus of control among the college students.
5. There is significant relationship between emotional maturity and social adjustment among the college students.
6. There is significant relationship between social adjustment and locus of control among the college students.

METHODOLOGY

VARIABLES

Independent variables

1. Participation in NSS- (NSS and non-NSS students)
2. Gender (male and female)
3. Area of residence (rural and urban)

Dependent variables

1. Emotional maturity
2. Locus of control
3. Social adjustment

CONCEPTUAL CLARIFICATION

1. NSS students :-Those who are completed one year in NSS activity and attended special camp
2. Non –NSS students:- other than NSS students.
3. Gender:- male and female on the biological basis.
4. Rural students: - the students studding in the colleges situated in nagar parishad and gram-panchayat area.
5. Urban students:- the students studding in the colleges situated in maha-nagar palika area.

SAMPLE DISTRIBUTION

Area	NSS		Non-NSS	
	Male	Female	Male	Female

Rural	50	50	50	50
Urban	50	50	50	50

The sample of present study consisted of 400 college students as subjects, out of which 200 from rural area and 200 from urban area. There are equal numbers of male (100) and female (100) subjects from rural and urban area. There are 200 subjects from NSS and non-NSS equally divided into 50 subjects from each gender.

RESEARCH TOOLS TO BE USED

1) Emotional maturity by P.Y. Singh and M. Bhargava:-it contains 48 items under the five categories –emotional unstability, emotional regression, social maladjustment, personality disintegration, and lack of independence.
2) Locus of control (LCS) by Hasnain and D. D. Joshi:-it is based on Rotters technique. 36 items measure the internal and external dimension of locus of control.
3) Social adjustment by R. C. Deva :- it provides emotional adjustment and social maturity.

STATISTICLE TECHNIQUES

Descriptive statistics were used-mean and SD, co-relation, t-test, f-test.

DISCUSSION

Result will be discussed in the light of theoretical assumption and hypothesis stated for the purpose of study.

SUMMARY AND CONCLUSION

Result will be summarized and conclusion will be drawn, suggestion s for the further research will be also given.

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